DOCUMENT RESUME

ED 441 525 JC 000 362

AUTHOR Windham, Patricia
TITLE Academic Career Benchmarks by Ethnicity.
INSTITUTION Florida State Board of Community Colleges, Tallahassee.
PUB DATE 1997-09-25
NOTE 7p.
PUB TYPE Reports - Descriptive (141)
EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Academic Achievement; *Black Students; *Community Colleges; *Degrees (Academic); Ethnic Groups; *Hispanic Americans; Student Behavior; *Student Educational Objectives; Student Evaluation; Two Year Colleges; *White Students
IDENTIFIERS *Florida Community College System

ABSTRACT

In spite of the impressive gains in the total number of awards earned by minority students, a comparison of the percentage distribution of the major ethnic groups at different points in an academic career shows that not all groups are progressing consistently. This report on the academic outcomes of students in the Florida Community College System focuses on a comparison of White, Black, and Hispanic student outcomes. Dual enrollment has the largest percentage concentration of white students of any benchmark considered. The distribution of First Time in College (FTIC) students closely mirrors both previous year high school graduates and the state as a whole. The non-degree seeking and non-credit groups of students are predominantly white. The high percentage of blacks in non-credit courses is consistent with the high percentage of blacks receiving vocational credit certificates (VCC). The black percentage for VCC is higher than for any other type of award. The percentage of white students receiving credit-based awards is consistently higher than the percentage of white FTIC students, freshmen or sophomore. Only for College Credit Certificates (CCC) is the percent less than the percentage in the credit enrollment categories. The percentage of awards earned by black students consistently increases as one moves from the Associate of Art to the Associate of Science to the CCC to the VCC. This trend is exactly the opposite for Hispanic students. Overall, Whites and Asians tend to increase or maintain their percentages in the degree process, while Blacks and Hispanics lose ground. (VWC)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 441 525

FLORIDA
STATE BOARD OF COMMUNITY COLLEGES

ACADEMIC CAREER BENCHMARKS BY ETHNICITY

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☒ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

Windham, P.

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

Data Trend 08 September 25, 1997

JC980362

BEST COPY AVAILABLE

ACADEMIC CAREER BENCHMARKS
BY ETHNICITY

Introduction

The number of degrees and awards produced by the Florida Community College System (CCS) continues to increase. The Associate in Arts (AA) degree remains the primary award of the CCS, but in response to the job market's demand for skilled labor, the number of Associate in Science (AS) degrees and certificates awarded are increasing faster than the AA. In 1992-93, the number of Associate in Arts granted by the CCS was 23,115. The AA is the degree normally sought by students wishing to transfer into the State University System. By 1996-97 this had increased by 9.8% to 25,380. The Associate in Science, the other degree granted by the CCS, is traditionally known as a terminal degree since it prepares individuals for the world of work rather than transfer. In 1992-93, the CCS granted 8,120 AS degrees. By 1996-97 this number had risen by 18.8% to 9,645.

In addition to degrees, the CCS also grants certificates. These awards take less than two years to earn and provide specific technical skills. Some of these awards are the first step toward an AS degree. In 1992-93 the CCS granted 9,487 certificates. By 1996-97 this number had increased 26.8% to 12,034.

Minorities are also benefiting from this trend. In 1992-93, the number of minority program completers totaled 8,593. By 1996-97 this number had increased by 48.7% to 12,781. Separating this number into the standard ethnic groups revealed increases for blacks from 3,540 to 5,278 (+49.1%); for Hispanics from 4,129 to 5,831 (+41.2%); for Asian/Pacific Islanders from 761 to 1,403 (+84.4%); and for American Indians from 163 to 269 (+65.0%).

In spite of these impressive gains in the total number of awards earned by minority students, a comparison of the percentage distribution of the major ethnic groups at different points in an academic career shows that not all groups are progressing consistently. The following discussion will mainly focus on a comparison of white, black and Hispanic percentages. The percentages for American Indians are so small that comparative analyses are difficult. Asian students also represent a small percentage of the student body. Because of the small percentages and fairly stable proportion, this ethnic category is not discussed at each benchmark.

Dual enrollment has the largest percentage concentration of majority students of any benchmark considered. The Fall 1995[1] dual enrollment students were almost eighty percent white, nine percent black and seven percent Hispanic. The public school enrollment for 11th and 12th graders in 1995 was fifty-nine percent white, twenty-three percent black and fifteen percent Hispanic.

The distribution of First Time In College (FTIC) students closely mirrored both previous year high school graduates and the state as a whole. The FTIC distribution was sixty-three percent white, sixteen percent black and eighteen percent Hispanic. The 1994-95 public high school graduates were sixty-two percent white, twenty-one percent black and fourteen percent Hispanic. The subset of Fall 1995 FTIC's representing previous year high school graduates was

---

[1] Fall 1995 data were used for the percentage comparisons because that was the latest available data when the study was begun. Since the 1996-97 award information was available by the time the study was completed, it was felt that using those data in the opening paragraphs would be more appropriate than using 1995-96 information.

fifty-nine percent white, seventeen percent black and twenty percent Hispanic. For this group, Hispanics, Asian and Indians were over-represented. For the FTIC's as a whole, the state population was estimated to be seventy-one percent white, fifteen percent black and thirteen percent Hispanic.

Freshmen, students who have earned less than thirty hours, show a slight increase in the percentage of whites compared to FTIC's. There are accompanying decreases in the percentage of black and Hispanic freshmen. For sophomores, the percentage of whites declines from what it was for freshmen while the percentage for Hispanics increases. Blacks are the only major group showing a consistent percentage decline from FTIC to freshmen to sophomore.

The non-degree seeking and non-credit groups of students are predominately white with seventy-nine and sixty-nine percent in that group respectively. Hispanic representation is consistent between the two groups at eight and nine percent. Blacks make up almost ten percent of the non-degree seeking students and eighteen percent of the non-credit.

This high percentage of blacks in non-credit courses is consistent with the high percentage of blacks receiving vocational credit certificates (VCC). The black percentage for VCC is higher than for any other type of award.

The percentage of white students receiving credit-based awards is consistently higher than the percentage of white FTIC's, freshmen or sophomores. Only for College Credit Certificates (CCC) is the percent less than the percentage in the credit enrollment categories.

The percentage of awards earned by black students consistently increases as one moves from the AA to the AS to the CCC to the VCC. This trend is exactly the opposite for Hispanic students who have their highest percentage in the AA and decline as one moves to the AS, the

BEST COPY AVAILABLE

CCC and the VCC.

Asian students make up a fairly small, generally less than three percent, portion of the overall student body. However, their percentages are the most consistent among the ethnic categories.

Overall, whites and Asians tend to increase or maintain their percentages in the degree process while blacks and Hispanics lose ground. Blacks lose more ground in the degree programs than Hispanics, but are a much larger portion of the VCC than Hispanics. In spite of the tremendous gains made in the number of awards earned by minority students, the percentages completing are less for all minority groups than when they started, except for black VCC and American Indian CCC.

Since the percentages for FTIC students closely match the ethnic distribution of the State, there appears to be an event or events occurring within the collegiate process that are effecting the major ethnic groups to varying degrees. The most obvious area for this type impact is College Prep. The results of placement testing indicate Hispanic and black students are much more likely to need remediation than white or Asian students. Longitudinal tracking indicates that these same students are also less likely to successfully complete remediation than majority students (SBCC, Accountability). These two factors mean fewer minority students progress into degree seeking status. The only remaining paths are changing to the non-degree awards of CCC or VCC or leaving college altogether. At this point in time, too many are choosing the latter.

It is anticipated the new higher high school graduation requirements will allow more minority students to progress directly into college level work without having to go through College Prep. The final impact of those new standards remains to be seen.

References

Miller, M. (December 1996). "Projected Enrollments - Florida Public Schools 1997-98 - 2010-11" Office of Strategy Planning, Deputy Commissioner for Planning, Budgeting and Management, DOE.

SBCC (May 1997). "Accountability Measure 1 Part 1." Draft data produced by the Bureau of Research and Information Systems.

SBCC (May 1997). "Accountability Measure 4 Part 1." Draft data produced by the Bureau of Research and Information Systems.

Produced by the Office of Educational Effectiveness and Research
State Board of Community Colleges
For additional information, contact Dr. Patricia Windham
Document ID - c:\document\dt08